



**Reflections on Funny in Farsi:
An Exhibit of Art, Writing & Multimedia**

Author: Vanessa Arnaud, Foreign Languages

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COMPLETE COURSE DESCRIPTION:

HONR 1: Education, Self-Examination, and Living

Catalog description: Introduction to comparative ideas of education and self-development. In writings from around the world, examines works on education, autobiographical accounts, and short stories to explore concepts of teaching, learning, human growth and development, and the role of the school and university in the realization of human potential.

Course description: Students in this class will explore some of the most intriguing ideas about the role of education in human life and society; the choices that face them as they take an active role in their lives; and the basis and coherence of their own values and ideas. Reading authors such as Plato, Confucius, Montaigne, and Gandhi, as well as others, students will:

- examine ideas about the purpose of education, its role in personal development and political and vocational ends of education;
- explore the historical development of the institutions of education;
- reflect on their own development and relationship to education in the past, present, and future;
- consider the purpose and rationale of the GE Honors program and the CSU experience.

STUDENT DEMOGRAPHICS:

HONR 1 is only open to students accepted in the Honors Program. Roughly 60 first-year students will be enrolled in this GE course (Area E1) in Fall 2008. Professor Arnaud will be teaching both sections.

DESCRIPTION OF HOW ACTIVITIES/ASSIGNMENTS CONNECT THE ONE BOOK'S THEMES, ISSUES, AND IDEAS TO SPECIFIC DISCIPLINARY CONTENT, PROCESSES, AND COURSE LEARNING OUTCOMES:

The 60 Honors students will work in groups to produce *Reflections on Funny in Farsi: An Exhibit of Art, Writing & Multimedia*. They will create a visual response to *Funny in Farsi*. The visualization will focus on a memorable, significant, and/or inspirational element of the book. After completing the project, they will write a one-page typed reflective essay in which they explain the relevance of their project. They will then construct an exhibit to display their work for the author of the book, Sac State students, faculty, staff, alumni and the community at large. Please see Appendix A for a complete list of ideas for this exhibit. This assignment connects to the content of Honors 1 because it allows students to creatively explore a memoir that touches upon worldly issues and values.

COMPLETE DESCRIPTION OF THE ACTIVITY/LESSON PLAN/ASSIGNMENT:

a. Learning Outcomes for Honors 1:

Students will gain an understanding of the ideas and values of education posed by different thinkers and cultures. Specifically students will:

- explore their own roles as students in relationship to other students and professors;
- develop critical skills of self-examination;
- gain critical skills in analyzing ideas about education and human development;
- learn to appreciate diverse identities in a multicultural society.

For this assignment, students will gain an understanding of the importance of education for an Iranian writer and her family. Students will compare their own role as students in relationship to Dumas' role through a close reading and discussion of the text. Students will develop critical skills in analyzing ideas through an assignment that requires them to assume the role of producer rather than consumer of information. Through construction of a visualization, students will gain an in-depth understanding of visual literacy. They will also conduct research in the library and find appropriate sources for the art/writing project. Finally, students will learn how to display their work to convey their particular message in an exhibit.

b. Due Dates:

- 1) "Visualization": idea for project due on Sept. 16; final project due on Oct. 7
- 2) "Reflective essay": rough draft of essay due on Sept. 25. Submission of final essay on Oct. 7
- 3) "Exhibit": projects/essays are put on display on Oct. 7. The exhibit will be open for the public on Oct. 9.

c. Tasks Assigned (Process and Product):

1) Create a visualization: Visual literacy addresses the basic "reading" (interpreting) and "writing" (producing/using) of visually imbued communications. This assignment requires students to produce/create a visualization of Dumas' text (please see Appendix A for details). Students will consider the following: How can you visually depict your message? How can your writing page become a drawing page? How can you make this message effective? What are some visual/verbal relationships you can use? How are you going to create and communicate your knowledge? How can you devise new ways of representing your insights? Students will work on teams and be required to keep a log of the time used for the creation of each element of the project (who does what part of the project and how much time he or she spends doing it).

2) Write a reflective essay: Students will write a one-page reflective essay on the meaning of their visualization. They will reflect on why they chose to focus on a particular element, its importance, and how it helps them understand the big picture. Students will submit a rough draft and final version.

3) Construct an exhibit: Students will collaborate to create an exhibit that is arranged by themes. As museum curators, they will learn how to design, plan, and oversee the arrangement of their projects. They will get hands-on experience by placing their own project and essay on display (either in the library or Honors Lounge). We hope Dumas will be able to visit the exhibit on Oct. 15. If this is possible, I will arrange for my students to be there to answer questions about their project.

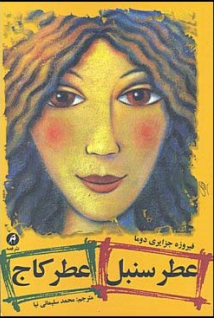
d. Assessment Criteria:

Grades will be based upon the thoughtfulness and imaginative quality of the project. Each task will receive a grade: 1) Visualization and Exhibit – 10 points (suitable subject: timely/personal, attracts attention/stopping power, holds interest, encourages study, workmanship, effective title/display) 2) Essay – 10 points (conveys message, accomplishes purpose – use Sacramento State Rubric for Writing: <http://www.csus.edu/wac/WAC/Common/rubric.html>)

This resource was made possible by the 2008 State One Book Faculty Development Grant Program, with funding from Wells Fargo. While many of the assignments and activities were designed for a specific course and for the 2008-2009 One Book, Funny in Farsi: A Memoir of Growing Up Iranian in America by Firoozeh Dumas, they may be adapted to other courses and future One Book selections. For additional One Book resources, please visit our website www.csus.edu/onebook.

Appendix A: Visualization Project

Reflections on *Funny in Farsi: An Exhibit of Art, Writing & Multimedia*

 <p>imageL http://libexpub.com/covers/9645776627.jpg</p>	<p>Create a visualization of a memorable, significant, and/or inspirational element of <i>Funny in Farsi</i>.</p> <p>After conceptualizing your project, write a one page reflective essay in which you explain the relevance of your visualization.</p> <p>Finally, produce and construct an exhibit to display your work.</p>
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Your project will be on display for the author of the book, Sac State students, faculty, staff, alumni and the community at large.

Possible artistic reflections not only include painting, drawing, photography, computer art, video, but also three-dimensional objects, crafts, mixed media, etc.

- Make a scrapbook/photo album of an adventure of the main character.
- Make a collage to illustrate the theme or mood. Use pictures, drawings, etc.
- Make a short film that includes characters or ideas from the book.
- Videotape fellow students discussing the book.
- Use computer graphics, computer animation, the Internet, interactive technologies to highlight an important element of the book.
- Draw/create a map to illustrate the setting, physical movement of a character(s), or the emotional growth of a character(s).
- Draw a series of several cartoon characters presenting situations and ideas from the book.
- Create a game complete with playing board and directions using situations and/or characters from a book.
- Make a diorama or shadow box depicting the setting, characters, or the theme from your book.
- Make a ceramic figure to illustrate a character or symbol from the book.
- Design (and make) masks representative of a character from the book.
- Make a weaving or tapestry that portrays some design in the book. These may be used as wall hangings.
- Design and stitch squares for a quilt. Depict favorite characters or scenes. Then stitch the individual squares together. The squares may be drawn with marking pens or done in stitchery. The quilt may also be used as a wall hanging.
- Design and make your own T-shirt of an illustration about the book. Create a design, using color-fast marking pens.
- Convert the events of a story into a ballad or song. Write the lyrics and music or adapt words to a melody by someone else.

QUESTIONS: contact Vanessa Arnaud: arnaud@saclink.csus.edu